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Year 9 English

ATARNotes January Lecture Series

Presented by:
Jess Laven

ABOUT ME

- My name is Jess Laven
- I graduated in 2020
- I am currently studying Communication and Journalism at The University of Queensland
- Year 12 English Score: 99
- I love reading and writing



The Game Plan

CONTENT BLOCK 1

- How to:
 - Study different texts
 - Formulate responses and respond to questions
 - Analysis
 - Context

CONTENT BLOCK 2

- Making notes
- Study tips/general advice

LIVE CHAT

Please make sure you ask any and all questions you have along the way below via the chat box!

- I will be live to answer your questions!
- It's the perfect time to clarify anything you might be unsure about!
- Remember: what you take away from today's session is completely up to you! So, ask as many questions as you would like 😊 😊

Before we begin!

- It's easy to think to yourself: this isn't the senior years so, therefore, it's not important to try, I'll try later, etc!
- BUT! This is not the case. I know you hear this a lot, but I'll unpack why Year 9 is important.

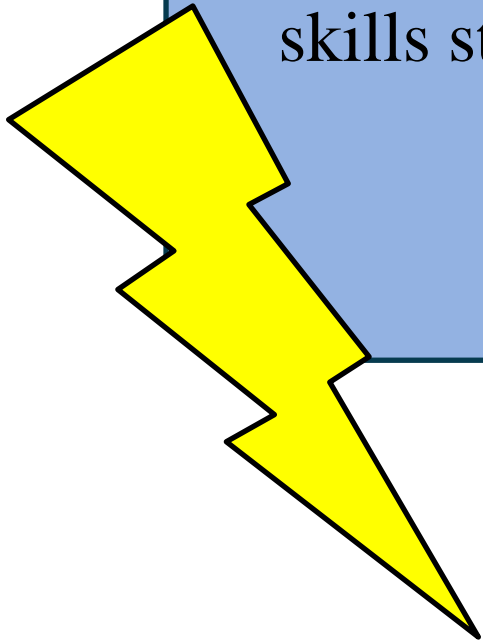
Before we begin!

Year 9 AND 10 are the PERFECT times to perfect the skills you need in senior years.

Focus on laying the foundations that you will build upon later. ESPECIALLY targeted textual analysis and contextual linking (if you have no idea what these are, we'll get into it shortly!).

Before we begin!

Trust me, you don't want to be figuring out these core skills still in Yr 11/12. Use your time wisely here!



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Content Block 1

How to study different texts!

A massive mistake students in Year 9 and 10 make is trying to apply a *one size fits all* method of study to all different texts.

It's important that the way you approach and study each text is tailored to:

- The demands of the rubric/unit you are doing
- What the type of text is

How to study different forms!

Regardless of the form, there are a few things that you should always be doing:

1) Break down the major themes present in the text:

How do we find the themes?

- Think about the moral of the story and, from there, extract key ideas from the text and themes
 - This should be very familiar to all of you! (more on this in a sec!)
- Think about the key characters/settings of the texts and how they help represent these themes

How to study: Novels

This is what most of you would be the most familiar with.

For novels, you want to:

- 1) Consider how language is used to convey these themes.
- So, for example, let's say I wanted to convey the importance of friendship to my reader. I could say:
“Without Elise, Jessica saw the end of her own world. She remained alone, collapsing over herself and becoming a lone wolf from within.”


How to study: Novels

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“Without Elise, **Jessica saw the end of her own world.** She remained alone, collapsing over herself and becoming a lone wolf from within.”



The hyperbole emphasises to my reader how desperate one feels at the loss of a friend


How to study: Novels

This is what most of you would be the most familiar with.

For novels, you want to:

- 1) Consider how language is used to convey these themes. So, for example, let's say I wanted to convey the importance of friendship to my reader. I could say:

“Without Elise, Jessica saw the end of her own world. She remained alone, **collapsing over herself** and becoming a lone wolf from within.”



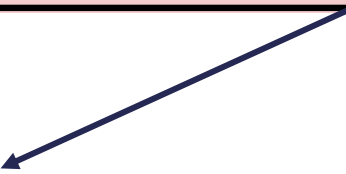
The visual imagery of Jessica's body language metaphorically emphasises to my reader how dejected one feels at the loss of a friend

How to study: Novels

This is what most of you would be the most familiar with.

For novels, you want to:

- 1) Consider how language is used to convey these themes. So, for example, let's say I wanted to convey the importance of friendship to my reader. I could say: "Without Elise, Jessica saw the end of her own world. She remained alone, collapsing over herself and **becoming a lone wolf from within.**"



The metaphor of Jessica's becoming of a 'wolf' reveals to my reader how lonely one feels at the loss of a friend

How to study: Novels

This is what most of you would be the most familiar with.

For novels, you want to:

- 1) Consider how language is used to convey these themes. So, for example, let's say I wanted to convey the importance of friendship to my reader. I could say:

“Without Elise, Jessica saw the end of her own world. She remained alone, collapsing over herself and becoming a lone wolf from within.”

Ultimately, you can notice how I have used language to convey a theme. This is what your analysis must be centered on.



How to study: Novels

Hence, for novels the big focus is on language and your literary devices. Soooo, things like:

- Metaphor
- Simile
- Personification
- Types of imagery
- Symbolism
- Motif
- Polysyndeton
- Alliteration
- Sibilance
- Syntax
- Etc! Etc! Etc!

How to study: Novels

- One of the best things you can do throughout Year 9 and 10 is experiment using *different* techniques than the most common above. Why?

→ It is impressive if a student can use more sophisticated techniques in their analysis of a text and doing so demonstrates that you know the text very well!
- If you are confused about where to start, just simply Google ‘literary techniques glossary’ and lots of literary device dictionaries will pop up that you can read through. Look at examples and see if you can detect any in your own text/s!

How to study: Novels

You can also look at the genre of the text and see how that has developed textual meaning. For example:

- A convention of fairytales is to have a ‘damsel in distress’, so if a modern fairytale makes the woman the hero and **subverted** the convention → you could say it purposefully manipulated the conventions of the fairytale genre to convey feminist ideas

How to study: Films

For films, the focus is not solely on language, but also film techniques and the visuals of the text!

- Dialogue (rhetoric → the character's tone and attitude while delivering their lines)
- Camera angles
- Setting
- Visual symbols/motifs
- Diegetic sound (sounds the characters on screen can hear) and nondiegetic sound (sounds the characters on screen cannot hear)
- Etc! Etc! Etc!

How to study: Poetry

Poetry is perhaps the most difficult to study. This is because when studying poetry, it's not just the literary devices that you must consider. It's also:

- Rhyming scheme → the importance of this
 - E.g. Y.B. Yeats, in his poetry, tries to capture the beauty of nature because it is so balanced, SO he follows an exactly balanced rhyme scheme to mirror this
- Type of verse (rhymed, blank, free)
- The speaker's tone

How to study different texts

So, to recap:

Novels	Film	Poetry
<ul style="list-style-type: none">● Literary devices (e.g. chiasmus, anaphora, hyperbole, etc!)● Tone● Genre conventions● Syntax	<ul style="list-style-type: none">● Visuals● Diegetic vs. non-diegetic sounds● Camera angles● Dialogue/rhetoric	<ul style="list-style-type: none">● The type of verse● The rhyme scheme● The tone

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Formulating an Argument

Formulating an argument

Formulating an argument is something we would all be familiar with, but, as we approach Yr 11 it's important to keep enhancing our essay writing skills!



Formulating an argument

Most of you are probably familiar with these kinds of structures for paragraph writing:

- PEEL
- TEEL
- STEEL
- PETAL
- Or any kind of similar variation

These work great! They are solid foundations, but let's build off these together to enhance our writing!

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Formulating an argument

I'm going to focus on
the 'PEEL' structure
(but it's basically the
exact same thing as the
others)

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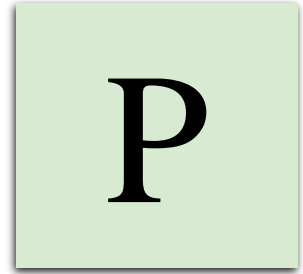
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This is your ‘concept statement’, you should be doing a few things here:

- Repeating your judgement to the question
- Introducing the main idea of your body paragraph
- Explaining why your composer has shown us this idea (what were they trying to say?)

P oint →

For example: Discuss the central themes in *The Book Thief*.

The novel explores the horrors of war as a central concern, particularly in relation to death and destruction that innocent characters like Liesel experience throughout their lifetime.

P

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ink

Explanation



Here is where you unpack your main idea a bit more.

NEVER introduce a quote straight away after your 'point sentence'
→ Explain: what in the text has led you to see this theme/idea in the text (ie., where in the text does this idea emerge? is it in a character's arc? two or more characters' interactions? settings?)

ALSO! Introduce CONTEXT here!

HOLD UP!



Let's quickly recap
what context is and
why it is useful!

What is context?

Context = the worldspace of the composer, ie what was happening in the world around them



CONTEXT REVISION

There are different aspect of a composer's context, including:

Personal context: what was occurring in their personal relationships, their own ideas/beliefs/values and religion

Social context: what was occurring in society, such as 'movements' or changing eras of thought. E.g. the Feminist movement, the Civil Rights Movement, etc

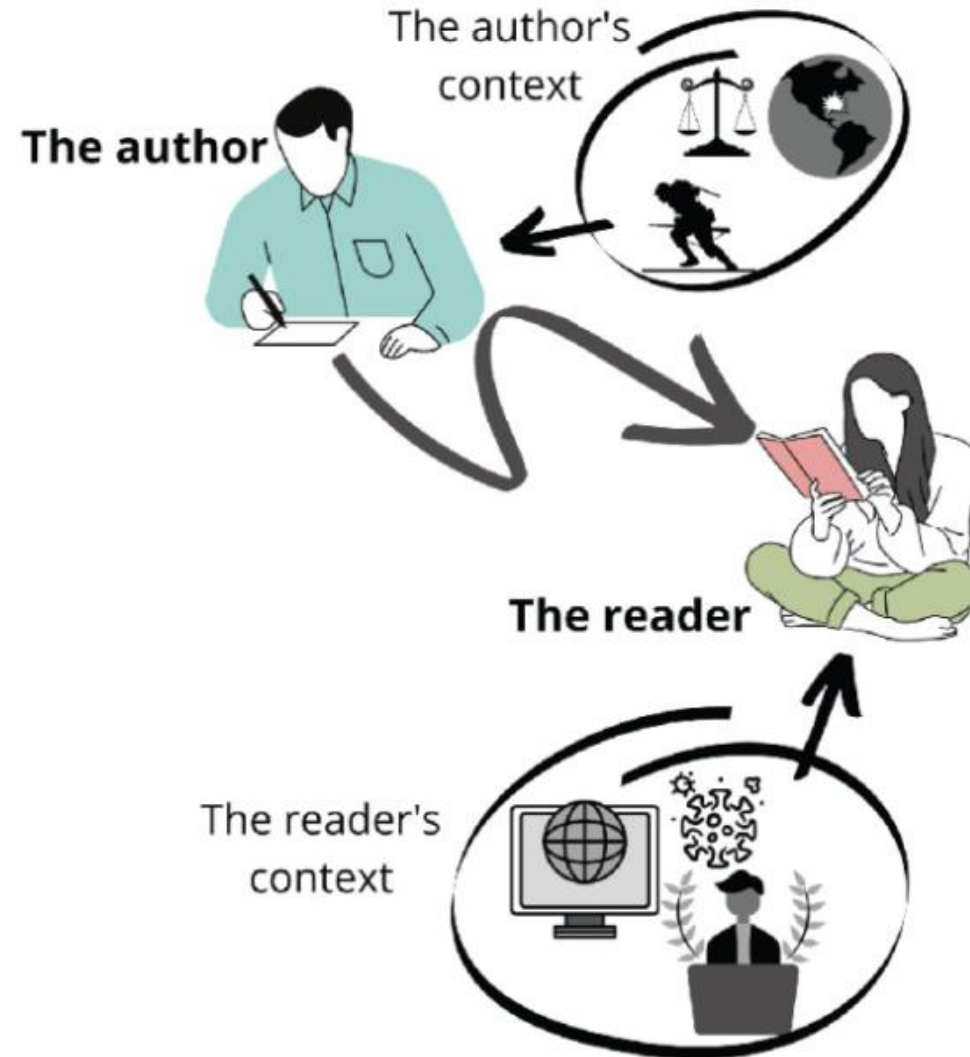
Religious context: the significant religions at the time that had an influence on the worldspace around them

CONTEXT REVISION

Historical and Political context: significant historical and political events that unfolded prior to the text's composition that may have influenced it

- E.g.: The Book Thief was influenced by the horrors of WWII

CONTEXT REVISION



CONTEXT REVISION

Evidently, a composer is influenced by their context and we can see this through their work.

You ~~should~~ must explain this link between context and content as part of your ‘elaboration’!

- What has influenced your composer to say what they are saying through themes (reference the aspect of context that makes the most sense here!)
- This helps show your marker that you have a really solid understanding of your text and its publication.
- Can you make any links to a modern context?

E xplanation



The word 'Explanation' is written in a large, black, serif font. The letter 'E' is enclosed in a light blue square. Two purple arrows originate from the right side of the word 'Explanation'. One arrow points diagonally upwards and to the right, towards the top of the right-hand text box. The other arrow points diagonally downwards and to the right, towards the bottom of the right-hand text box.

Here is where you unpack your main idea a bit more.

NEVER introduce a quote straight away after your 'point sentence'
→ Explain: what in the text has led you to see this theme/idea in the text (ie., where in the text does this idea emerge? is it in a character's arc? two or more characters' interactions? settings?)

- **Introduce CONTEXT here!**
What motivated your composer to say this? What is this based on from the real world?

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oint

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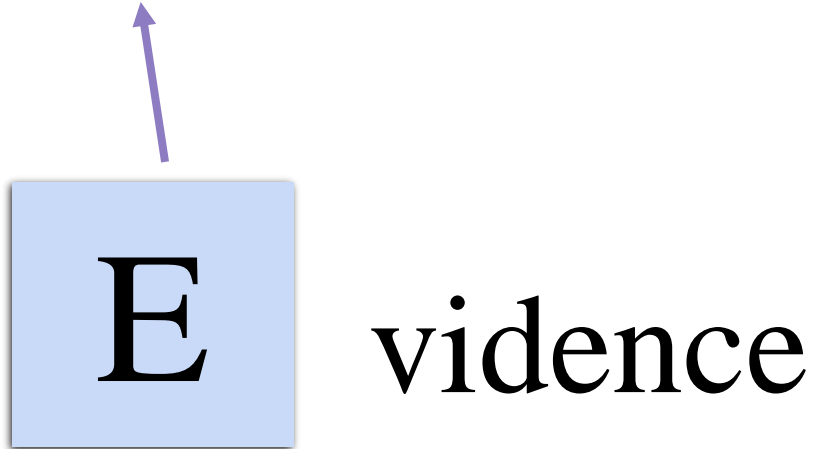
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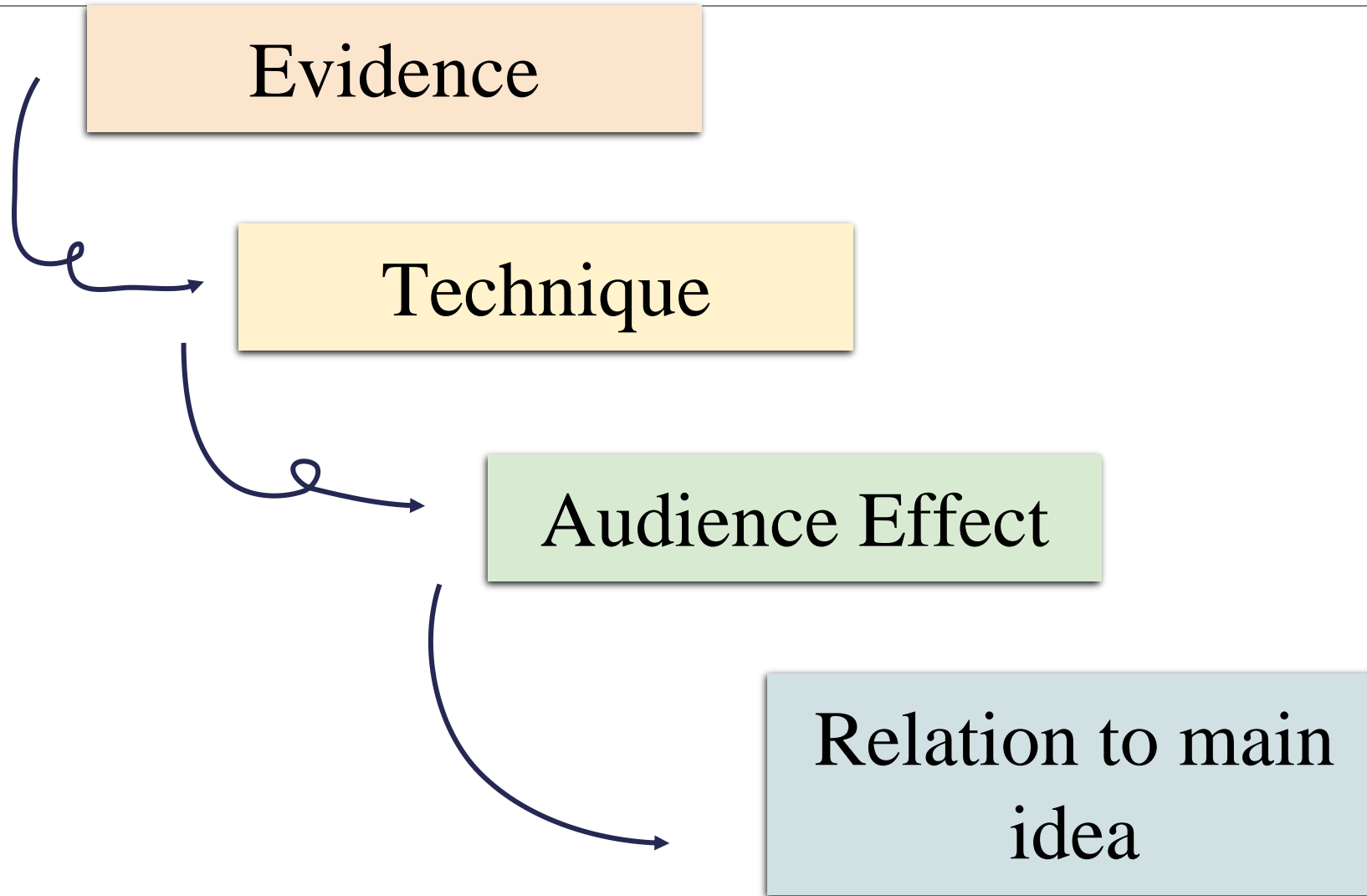
This is, perhaps, the most tricky part of paragraph writing. This is where you need to **analyse** the text and what it is saying about the world or humanity.

The structure you should follow here is:



The diagram consists of a light blue square containing the letter 'E' in a large, black, serif font. To the right of the square is the word 'vidence' in a black, serif font. A purple arrow points from the top of the 'E' square up towards the text box above.

E vidence



Evidence

Technique

Audience Effect

Relation to main
idea

This is what you all will probably be familiar with already, so let's quickly revise and move on!

Evidence + Technique

- Of course, when supporting your analysis of a text you need to extract textual evidence from your text.
- Keep each quote 2-10 words.
- Remember techniques will be relevant to your **form**.
- **Never** begin your sentences with a quote. Rather, **embed** them throughout your response.

Evidence + Technique

The author explores this idea through the use of [technique], as can be seen when the character declares ["quote"].

- E.g. In *Animal Farm*, George Orwell explores this idea through the use of aphorism when Major declares “all animals are equal.”

This can be seen in the text when the author describes how ["quote"].

- E.g. This can be seen in *Lord of the Flies* when Golding describes how “Ralph wept for the end of innocence, the darkness of man’s heart.”

As evident in the [technique], the text reveals how ["quote"].

- E.g. As evident in the symbolism of darkness, Elie Wiesel’s *Night* reveals how the horrors of the Holocaust are like “pitch darkness” and “the nights left the dregs of their darkness in our souls.”

Note: Every quote you ever reference must be tied to a technique.

Note: You must explain the *effect* of the technique, not just explain the quote.

Evidence + Technique

Remember this example?

“Without Elise, Jessica saw the end of her own world. She remained alone, collapsing over herself and becoming a lone wolf from within.”

Well, you can see how I previously extracted techniques from the excerpt to support my ideas.

For example, if I wanted to say that the composer is trying to emphasise the importance of friendships in life, I could say: The composer effectively employs hyperbole to reveal the horrors of living without friendship, as one is prevented from seeing their own future, instead seeing “the end of [their] own world.”


Evidence + Technique

Remember this example?

“Without Elise, Jessica saw the end of her own world. She remained alone, collapsing over herself and becoming a lone wolf from within.”

Explains the effect of the technique - not just explaining what the quote is saying.

For example, if I wanted to say that the composer is trying to emphasise the importance of friendships in life, I could say: The composer effectively employs hyperbole **to reveal the horrors of living without friendship**, as one is prevented from seeing their own future, instead seeing “the end of [their] own world.”



VOCABULARY

The writer shows/says/makes

These are overused!

Try these instead:

VOCABULARY

The writer ~~shows/says/makes~~

The writer *suggests, indicates, implies, inspires, reveals, represents, argues, contends, expresses, articulates, shows, creates a sense of, intends, makes the reader feel, is designed to, provokes, leads the reader to believe, asserts, impugns, denigrates, criticizes, belittles, lampoons, rejects, promotes, derides, praises, denies, puts forward, attacks, downplays, trivialises, questions, refutes, condemns, undermines, reveals, mocks, exposes, dismisses, disputes, casts doubt on, advocates, condones, proposes, emphasises, highlights, repeats, supports, appeals, establishes, evokes, generates, includes, seeks, urges, alludes to, fosters a sense of...*

Audience Effect

After extracting evidence from your text and drawing out techniques, you must discuss the effect this idea has on the audience who are responding to the text.



This idea is often missed/forgotten by students! If this is you - listen up!

Audience Effect

Think to yourself: By showing us this idea/theme what is the composer trying to say about their world or our world, or both?

For example:

“Without Elise, Jessica saw the end of her own world. She remained alone, collapsing over herself and becoming a lone wolf from within.”

To do well; it's really really really really important that you do this!

The composer effectively employs a hyperbole to reveal the horrors of living without friendship, as one is prevented from seeing their own future, instead seeing “the end of [their] own world.” **In this way, the composer warns their readers of the consequences of a life without friendship, where one becomes hopeless.**

Relation to big idea

Finally, after analysing and outlining the audience effect, you need to relate everything back to the ‘big idea’ of your body paragraph.

This ties everything together and back to what the question is asking, so:

The composer effectively employs a hyperbole to reveal the horrors of living without friendship, as one is prevented from seeing their own future, instead seeing “the end of [their] own world.” In this way, the composer warns their readers of the consequences of a life without friendship, where one becomes hopeless. **This, overall, reveals the importance of friendships in one’s life as a source of happiness and livelihood.**

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Link

Here is where you simply link back to the question and reiterate your answer to it.

Remember to re-read the question and ensure you do this!

Essay Structure

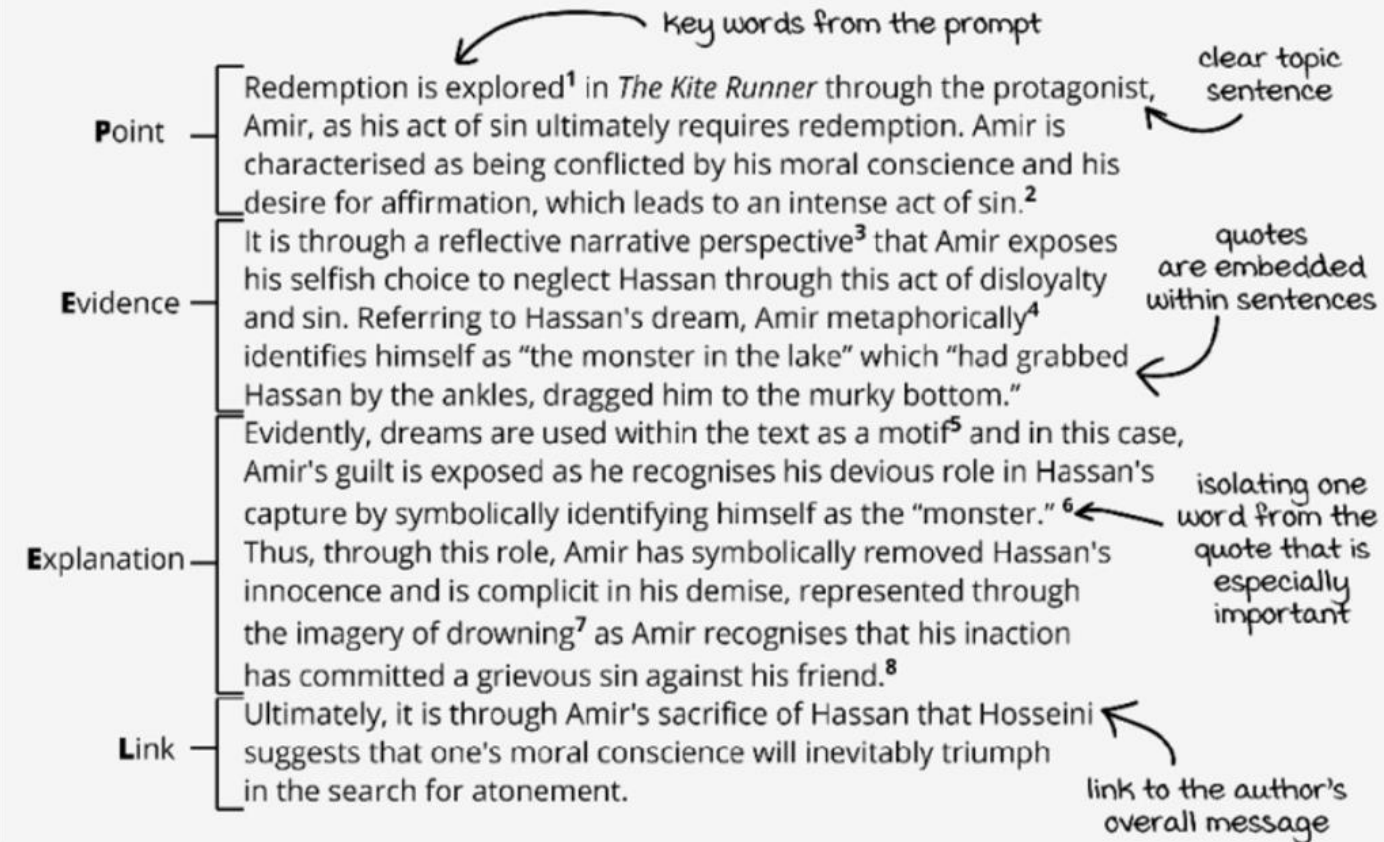
Okay! Let's throw that all together!

Essay Structure

SAMPLE :

How is redemption explored in Khaled Hosseini's narrative *The Kite Runner*?

Paragraph 1: Idea 1 (200–250 words)



Recap

- *Always* address authorial intent and context in your writing
- Remember audience effect
- Don't just state that there is a certain theme in the text, **OUTLINE WHAT YOUR COMPOSER IS SAYING ABOUT THIS THEME???**
 - E.G. in our example, I didn't just say 'this quote demonstrates the theme of friendship', I commented on what the composer is trying to say about friendship

Other tips:

- For now on, your characters are people and your settings are places → they are constructs
- E.g.: it is not "Victor does not want to do this", but rather, "Shelley depicts Victor as unwilling to do this"
- Composers are constructing characters and their workspace for a **purpose** → they are not real things that "just exist"

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Writing Introductions and Conclusions

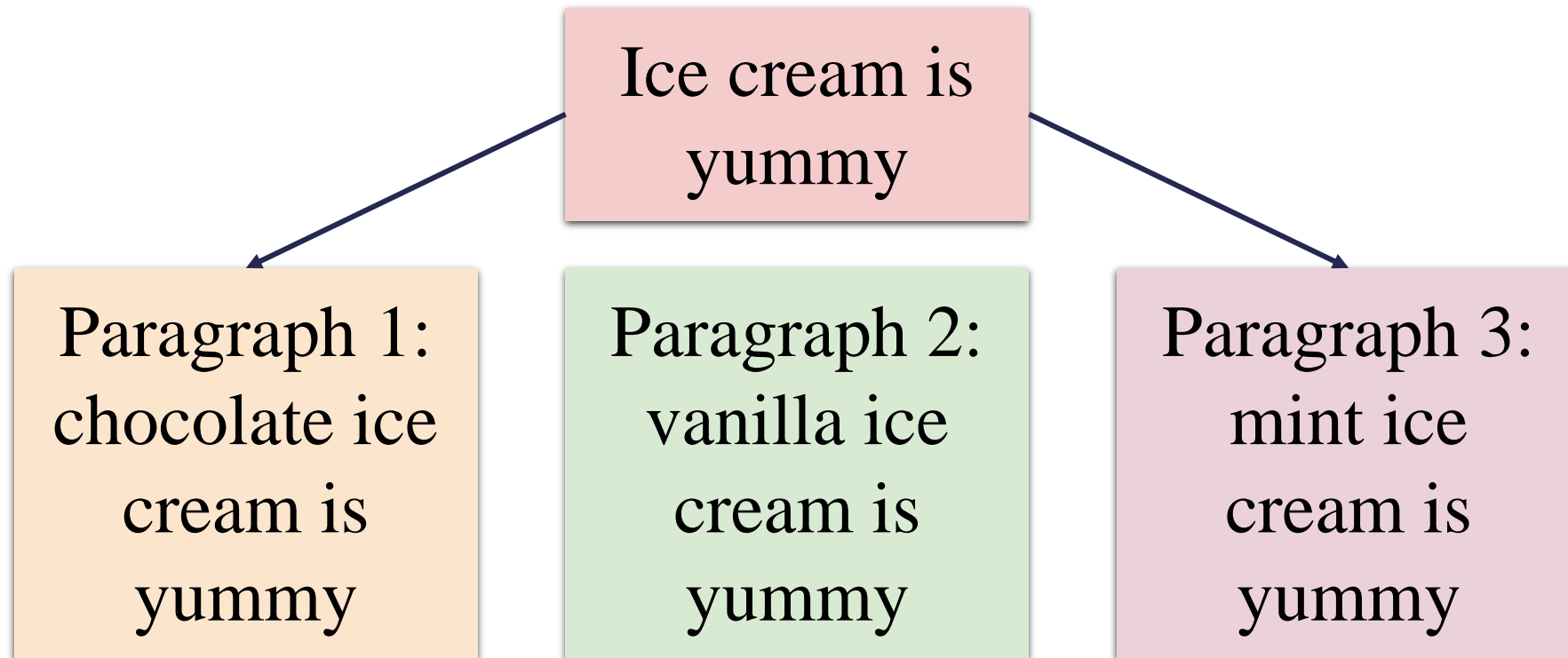
Introductions

Introductions are an opportunity to introduce:

- Your response to the question
- Your text that you will focus on
- The context of the text
- The ideas of your main body paragraphs
- The overall audience effect!

Introduction Structure

Thesis: Response to question + overarching idea that relates to each body paragraph



Introduction Structure

Sentence 2: Introduce text and context that is relevant to your body paragraphs

Sentence 3: Introduce your body paragraph arguments

Sentence 4: Audience Effect (what is the audience learning through these ideas/themes?)

Introduction Exemplar

Question: To what extent does *To Kill a Mockingbird* explore issues of prejudice?

To Kill a Mockingbird successfully presents powerful themes relating to prejudice to heighten readers' awareness of them. Published within an era of social tumult defined by the 1960s Civil Rights Movement, Harper Lee's novel *To Kill a Mockingbird* explores racism within the 1930s deep South. In deed, to a large extent Lee's text looks to explore issues of prejudice and racial hatred towards African American minorities and those who sympathise with them. Furthermore, Lee also explores prejudice through her presentation of social class. However, although prejudice is pervasive in the novel, Lee also suggests to readers that to some extent it can be overcome through educating and having compassion for others.

Introduction Exemplar

Question: To what extent does *To Kill a Mockingbird* explore issues of prejudice?

***To Kill a Mockingbird* successfully presents powerful themes relating to prejudice to heighten readers' awareness of them.** Published within an era of social tumult defined by the 1960s Civil Rights Movement, Harper Lee's novel *To Kill a Mockingbird* explores racism within the 1930s deep South. In deed, to a large extent Lee's text looks to explore issues of prejudice and racial hatred towards African Americans. Furthermore, Lee also explores social class. However, she suggests to readers that we should sympathise with them. The novel, Lee also explores prejudice through educating and having compassion for others.

Thesis statement: answers questions & introduces idea that links all arguments

Introduction Exemplar

Question: To what extent does *To Kill a Mockingbird* explore issues of prejudice?

To Kill a Mockingbird successfully presents powerful themes relating to prejudice to heighten readers' awareness of them. **Published within an era of social tumult defined by the 1960s Civil Rights Movement, Harper Lee's novel *To Kill a Mockingbird* explores racism within the 1930s deep South.**

In deed, to a large extent Lee's text looks to explore issues of prejudice and racial hatred towards African American minorities and those who sympathise with them. Furthermore, Lee also explores prejudice through her presentation of social class. However, although the novel, Lee also suggests to readers that to so through educating and having compassion for c

Introduces context of text and the text itself

Also unpacks ideas in thesis

Introduction Exemplar

Question: To what extent does *To Kill a Mockingbird* explore issues of prejudice?

Introduces 3 main arguments of essay

To Kill a Mockingbird successfully presents powerful themes relating to prejudice to heighten readers' awareness of them. Published within an era of social tumult defined by the 1960s Civil Rights Movement, Harper Lee's novel *To Kill a Mockingbird* explores racism within the 1930s deep South. **In deed, to a large extent Lee's text looks to explore issues of prejudice and racial hatred towards African American minorities and those who sympathise with them. Furthermore, Lee also explores prejudice through her presentation of social class.** However, although prejudice is pervasive in the novel, Lee also suggests to readers that to some extent it can be overcome through educating and having compassion for others.

Introduction Exemplar

Question: To what extent does *To Kill a Mockingbird* explore issues of prejudice?

Outlines audience impact

- Notice this is different to the main idea of the essay

To Kill a Mockingbird suggests that prejudice to heighten reader's understanding of issues relating to social class. Within an era of social tumult defined by the 1960s Civil Rights Movement, Harper Lee's novel *To Kill a Mockingbird* explores racism within the 1930s deep South. In deed, to a large extent Lee's text looks to explore issues of prejudice and racial hatred towards African American minorities and those who sympathise with them. Furthermore, Lee also explores prejudice through her presentation of social class. **However, although prejudice is pervasive in the novel, Lee also suggests to readers that to some extent it can be overcome through educating and having compassion for others.**

Conclusions

1st sentence: Reiterating main idea of essay

2nd - 3rd sentence: Recapping all conclusions

3rd - 4th sentence: Reiterate audience effect

Conclusions

Harper Lee's novel *To Kill a Mockingbird* is an exploration of issues of prejudices and the social consequences of prejudices. Lee explores questions of social responsibility and the importance of following one's moral compass and acting with justice in mind, not just what the justice system considers right and wrong. Ultimately, Lee challenges readers to realise the importance of an awareness of prejudice and its implications to overcome it.

Conclusions

Harper Lee's novel *To Kill a Mockingbird* is an exploration of issues of prejudices and the social consequences of prejudices.

Lee explores questions of social responsibility and the importance of following one's moral compass and acting with justice in mind, not just **Reiteration of main idea** considers right and wrong. Ultimately, Lee challenges readers to realise the importance of an awareness of prejudice and its implications to overcome it.

Conclusions

Harper Lee's novel *To Kill a Mockingbird* is an exploration of issues of prejudices and the social consequences of prejudices. **Lee explores questions of social responsibility and the importance of following one's moral compass and acting with justice in mind, not just what the justice system considers right and wrong.** Ultimately, Lee challenges readers to realise the importance of an awareness of prejudice and its implications to overcome it.



**Recaps 3 big arguments
explores in 3 main body
paragraphs**

Conclusions

Harper Lee's novel *To Kill a Mockingbird* is an exploration of issues of prejudices and the social consequences of prejudices. Lee explores questions of social responsibility and the importance of following one's moral compass and acting with justice in mind, not just what the justice system considers right and wrong. Ultimately, Lee challenges readers to realise the importance of an awareness of prejudice and its implications to overcome it.



Recaps audience effect

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Note-making

How to make notes?

- During and after your study of each text, start making notes so:
 - You have a starting point for assessments
 - If you do have half yearlies or any exams, you can use it to figure out arguments for essays
- Tabulating your notes is always a good idea!

How to make notes?

- Don't jot down just anything and everything that your teacher says or what you learn about your text.
- Only jot down things that:
 - Relate to context
 - Relate to the key themes and ideas of your text
 - Really, just makes notes about what you can make an argument about

How to make notes?

	Question	Answer
WHO	Who is the author?	
	Who are the main characters?	
	Who are the minor characters?	
WHAT	What happens in the text?	
	What key events happened during the author's life?	
	What does the text want us to think/feel/believe?	
WHEN	When was the text written?	
	When was the author born?	
	When is the text set?	
WHERE	Where was the text written?	
	Where is the author from?	
	Where is the text set?	
WHY	Why did the author write this text?	
	Why do the characters make certain choices?	
	Why is this text important?	

How to make notes!

Generally, notes should follow this kind of layout:

THEME/IDEA	EVIDENCE + ANALYSIS	CONTEXTUAL LINK	LINK TO UNIT

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Study Tips and General Advice

Do's in Essay Writing	Don'ts in Essay Writing
Formal vocabulary and tone It is important to make sure that we are consistently using a formal vocabulary. This includes no colloquial language (don't write how you would speak to your friends!).	Informal language This includes colloquial language, contractions (don't, aren't, haven't), etc.
Clear signposting It's really important to signal to your teacher what you're doing. This means signalling your ideas with signposting such as "firstly..."	Unclear language Make sure your grammar is correct by reading your sentences back to ensure they make sense to you. If you don't know what you're trying to say, your teacher won't either!
Clear structure Focus on clearly articulating your position within your essay, with clearly separated body paragraphs that articulate your position.	Inconsistent body paragraphs Typically, 3–4 body paragraphs is the perfect amount to aim for. 2 paragraphs is usually too few to build a strong argument, whereas more than 5 can dilute your argument and make your focus less clear.
End each paragraph with impact The end of each body paragraph should feel like a point/argument has been made. Starting your final sentence with "thus, the text reveals..." or "therefore, the author suggests..." is a great way to demonstrate this.	Long quotations Don't just use quotes to procrastinate from actually explaining your ideas! Overly long quotations which aren't there to serve as evidence can take away time in a paragraph that you would have spent on analysis.

Other advice!

- Regularly check-in with your teacher to see how you're growing and where you can improve and grow!
- Always involve yourself in class discussions!
- Be on top of your assessments and receive feedback before submission if you can!
- Always get your hands on as many different resources as you can to help you out! E.g. sample essay responses to your text, note samples, Youtube videos breaking down your texts, your teacher's notes, etc!

*Thank
you!*

And good luck with the rest of your studies!